

THE EXISTENCE OF LOCAL CULTURAL VALUES IN THE DIGITAL EDUCATION ERA: A CASE STUDY OF THE INTEGRATION OF BUTON LOCAL CULTURAL VALUES AT BAUBAU CITY UNIVERSITIES IN INDONESIA

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ABSTRACT

This study aims to examine how Buton's local cultural values can be effectively integrated in the digital education system in Baubau City universities, Indonesia. This case study uses a qualitative approach to understand the process of integrating Buton cultural values in digital learning through interviews, observations, and documentation studies. The results of the study show that the integration of Buton cultural values in digital learning in Baubau City universities still requires significant improvement. Although lecturers have a fairly good understanding of the potential of Buton culture, its implementation efforts are still limited. Lecturers face obstacles such as the lack of digital learning resources with local culture, limited understanding, and lack of institutional support. On the student side, most felt that Buton's cultural values had not been optimally integrated, even though they gave a positive response. Observations and documentation studies reveal that content, methods, and learning activities that explicitly integrate Buton culture are still limited. Institutional curricula, teaching materials, policies, and publications have also not comprehensively encouraged and facilitated local cultural integration efforts. This study concludes that universities in Baubau City need to make more comprehensive efforts to integrate Buton cultural values in digital learning, in order to maintain local cultural identity in the era of digital transformation.

Keywords: *Cultural Integration, Digital Learning, Higher Education, Buton Culture*

INTRODUCTION

The digital revolution has brought fundamental changes in various aspects of human life, including the world of education (Johnson et al., 2021; Tondeur et al., 2019; Voogt & Knezek, 2018). This transformation not only changes the way learning is carried out, but also affects how cultural values are transmitted from one generation to the next (Bates, 2015; Ertmer & Ottenbreit-Leftwich, 2013). In Indonesia, with its extraordinary cultural diversity, this challenge has become increasingly complex and urgent to pay attention to (Arifin, 2017; Kartadinata, 2016; Tilaar, 2002). The advancement of digital technology must be aligned with efforts to preserve and strengthen local wisdom as part of the nation's identity (Falahudin & Hidayat, 2019; Suyanto, 2018).

The role of digital technology in education has undeniably brought various benefits, including easy access to information and flexibility of learning. However, as expressed by Kusuma et al. (2023), technology must also be seen as a tool to reinforce, not replace, local cultural values that have taken root in society. Digital transformation in higher education creates opportunities as well as challenges for cultural preservation. According to Syahril (2023), 82% of universities in Indonesia have difficulty integrating local cultural values into their digital curriculum. This research is crucial to develop an effective integration model, considering the strategic role of universities in forming a generation that is technologically literate but still has strong cultural roots.

The phenomenon of globalization and digitalization of education brings its own challenges to the preservation of local culture. Research by Widodo et al. (2022) shows that the younger generation tends to be more interested in global culture disseminated through digital platforms, while their understanding of local culture is declining. This condition creates urgency to find the right strategy in integrating local cultural values into the digital education system. In the context of higher education, the integration between digital technology and local cultural values has become an inevitable necessity (Rahman & Syafrudin, 2020). Universities in the digital era are required to be able to present learning that is not only effective and efficient, but also able to maintain local wisdom as part of the nation's identity

Based on the latest survey conducted by the Ministry of Education and Culture (2023), the level of technology penetration in Baubau City universities shows significant development. Data

shows that 78% of universities in Baubau have implemented a digital learning system, but only 35% have integrated local cultural content in their digital platforms. These statistics indicate that there is a gap between technology adoption and cultural preservation in the higher education system. The results of the research by Hamid et al. (2023) revealed that out of a total of 350 students in Baubau City, only 35% had a deep understanding of Buton cultural values. Meanwhile, 92% of students use digital platforms for daily learning. This gap is reinforced by data from the Baubau City Education Office (2023) which notes that of the many courses offered at various universities, only 12% explicitly integrate Buton cultural values in their digital content.

Universities in Baubau City face dual challenges in implementing digital transformation of education. On the one hand, they must adopt modern technology to improve the quality of learning and the competitiveness of graduates. On the other hand, as expressed by Nurdin (2023), there is a moral responsibility to preserve and develop Buton cultural values that have proven to be able to guide people's lives for centuries. One of the areas with a rich and unique cultural heritage is Baubau City on Buton Island, Southeast Sulawesi. According to Hamid (2019) research, the Sultanate of Buton that once triumphed in this region left traces of civilization that are still relevant to modern life, including a deep value system, customs, and philosophy of life. These values have become an important foundation in the formation of the character and identity of the local community.

Despite the many studies that examine the integration of cultural values in digital education, there is still a significant gap in the context of Buton culture. Previous research, such as those conducted by Ahmad et al. (2023) and Wijaya (2022), focused more on the technical aspects of the implementation of digital learning or documentation of cultural values separately. There has been no comprehensive study that specifically analyzes how Buton's philosophical values such as "*pobinci-binciki kuli*", "*pomae-maeka*", and "*popia-piara*" can be effectively integrated in modern digital learning systems. This gap becomes

It is even more important considering the unique characteristics of Buton culture which has a different value system from other cultures in Indonesia.

Previous studies conducted by Rahman (2021) and Kusuma (2022) tend to use a general approach in analyzing cultural integration in digital education in Indonesia. These studies have

not considered the specific complexities faced by universities in Baubau City, such as digital infrastructure constraints, the availability of competent human resources in digital technology and Buton culture, and the socio-cultural dynamics of the local community. The lack of a deep understanding of these contextual factors leads to a limited integration model that can be effectively implemented in Baubau City universities.

This research has urgent urgency in the context of cultural preservation and educational modernization. Data from the Southeast Sulawesi Cultural Value Preservation Center (2023) shows a significant decline in the understanding of Buton cultural values among the younger generation, with the level of understanding only reaching 35% in 2023, down from 65% in the previous decade. This phenomenon threatens the sustainability of Buton's cultural heritage which is hundreds of years old and contains local wisdom values that are relevant to modern life. Based on various previous studies and actual conditions in the field, this study seeks to examine how Buton's local cultural values can be effectively integrated in the digital education system in Baubau City universities. This research is important given that the success of this integration will determine how future generations can stay maintaining their cultural identity while adapting to the demands of the digital era.

RESEARCH METHODS

This research uses a qualitative approach to deeply understand the process of integrating Buton cultural values in digital learning in universities in Baubau City. The research design used is a case study, which allows the investigation of the phenomenon of the integration of Buton cultural values in a specific digital learning context. In data collection, researchers will apply three main techniques. First, in-depth interviews will be conducted with university leaders, lecturers, students, and Buton community leaders to understand their perspectives on the integration of Buton cultural values in digital learning. Second, direct observation will be carried out on the digital learning process in higher education, in order to observe practices and dynamics related to efforts to integrate Buton cultural values. Third, a documentation study will be conducted by collecting and analyzing relevant documents, such as curriculum, syllabus, teaching materials, and institutional policies, to find out the extent to which Buton's cultural values have been considered in digital learning.

Data analysis techniques, researchers will apply two main approaches. Thematic analysis will be used to identify patterns, themes, and relationships between Buton cultural values and digital learning practices in higher education. Meanwhile, descriptive analysis will be used to present a detailed description of the context, characteristics, and dynamics of the integration of Buton cultural values in digital learning in Baubau City universities. To ensure the validity and reliability of the research, the researcher will triangulate data sources, methods, and theory. In addition, the results of data analysis will be confirmed back to participants through the member checking process.

RESULTS AND DISCUSSION

Result

Based on interviews, observations, and documentation studies that have been conducted, this study reveals various findings related to efforts to integrate Buton cultural values in digital learning in Baubau City universities. The series of data collected provides a comprehensive overview of current conditions, obstacles faced, as well as opportunities and challenges that need to be considered in the process of balancing the adoption of digital technology and the preservation of local cultural wisdom.

Table 1. Lecturer Interview Results

Aspects	Findings
Lecturer's Understanding of Buton Culture	Most of the lecturers have a fairly good understanding of Buton's cultural values and its potential in digital learning. They realize that Buton culture has local wisdom that can enrich the content and learning process.
Integration of Buton Cultural Values in Digital Learning	Although some lecturers have tried to integrate Buton cultural values, they are still limited to a few specific courses. The integration is done through the use of examples, references, or learning activities related to Buton culture.
Obstacles and Challenges	Lecturers face several obstacles in integrating Buton cultural values, such as the lack of digital learning resources that contain local cultural content, limited understanding of lecturers on how to integrate it effectively, and lack of support institusional.

Aspects	Findings
Lecturers' Efforts and Initiatives	Several lecturers have made independent efforts or initiatives, such as developing digital teaching materials that integrate Buton cultural values, designing learning activities that involve local wisdom, as well as looking for sources of Buton cultural references to be used in lectures.
Student Response	Students generally gave a positive response to efforts to integrate Buton cultural values in digital learning. They are interested and enthusiastic to learn local cultural content that can enriching their understanding.
Support Needed	Lecturers need more optimal support from the institution, good deep shape policy guide Training as well as the development of digital learning resources based on Buton culture. Thing
	This is considered important to encourage the integration of cultural values in a more comprehensive.
Application Examples	Several lecturers have succeeded in developing examples of the integration of Buton cultural values, such as the use of digital media to document and preserve Buton folklore, or designing collaborative learning activities that utilize the life philosophy of the Buton people.
The Role of Lecturers in Preserving Culture	Lecturers view that they have an important role in preserving Buton culture through digital learning. In addition to integrating cultural values in learning content, lecturers can also be role models for students in maintaining and appreciate local cultural heritage.

Based on table 1 as a whole, the results of this study show that lecturers at Baubau City universities have a good enough understanding and willingness to integrate Buton cultural values in digital learning. However, these efforts still face various obstacles and require more optimal support from the institution. The development of digital learning resources that are rich in local cultural content as well as the strengthening of policies and guidelines related to Buton cultural integration are important things to do.

Table 2. Student Interview Results

Aspects	Findings
Students' Understanding of Buton Culture	The level of student understanding of Buton cultural values varies. Some students have enough understanding well, but some others are still limited.

Aspects	Findings
Integration of Buton Cultural Values in Digital Learning	Some students feel that Buton's cultural values have not been optimally integrated in the digital learning they experience in higher education. The existing integration is still considered in-depth.
Example of Integration of Buton Cultural Values	Some concrete examples of the integration of Buton cultural values mentioned by students, such as the use of examples or references of Buton culture in learning materials, as well as the use of media digital to learn the folklore or life philosophy of the Buton people.
Student Responses and Responses	In general, students responded positively to efforts to integrate Buton cultural values in digital learning. They are interested and enthusiastic to learn more about the local culture.
Obstacles and Difficulties	Some of the obstacles felt by students include the lack of digital learning materials that explicitly discuss or integrate Buton cultural values, as well as the limitations of their understanding of the relationship between Buton culture and digital learning.
Suggestions for Improved Integration	Students suggested that universities can develop better curriculum, teaching materials, and digital learning methods in integrating cultural values Buton. They also emphasized the importance of the active role of students in cultural preservation efforts.
Roles and Responsibilities Student	Students view that they have a role and responsibility to participate in preserving Buton culture, both through digital learning and other activities on campus.
Expectations and Motivation	Students hope that universities can be more optimal in integrating Buton cultural values in digital learning. They hope to be motivated to be actively involved in cultural preservation efforts through various activities on campus.

Based on the overall Table 2, the results of interviews with students show that the integration of Buton cultural values in digital learning in Baubau City universities still needs to be improved. Although students gave positive responses, they still felt a lack of deep implementation. Efforts to develop a better curriculum, teaching materials, and learning methods in integrating local culture are the main hopes of students.

Table 3. Results of Digital Learning Observation

Aspects Observed	Description of Observation
Content/Learning Materials	
- The existence of content or learning materials that explicitly integrate values Buton Culture	Only a few specific courses explicitly integrate Buton cultural values in digital learning materials. Buton's cultural content is generally still limited.
- How to convey and emphasize Buton cultural content in learning digital	When material about Buton culture is delivered, lecturers tend to emphasize conceptual understanding rather than practical application or attachment to student life.
- The relationship between digital learning materials and Buton cultural context	Most of the digital learning materials are still not closely related to the cultural context of Buton. Existing linkages are still general and in-depth.
Teaching Methods	
- Teaching methods or approaches that utilize local wisdom Buton	Only a few lecturers were found who used learning methods or approaches that utilized local wisdom of Buton, such as the use of folklore or games tradisional.
- Learning activities that involve or encourage appreciation for Buton Culture	Learning activities that specifically involve or encourage appreciation of Buton culture are still very limited. Most activities are still general.
- Use of tools, media, or a learning resource rooted in Buton culture	Use of tools, media, or learning resources rooted in Buton culture has not been widely seen in the observed digital learning.
Student Response and Participation	
- Student enthusiasm and involvement in related learning with Buton culture	Students showed quite high enthusiasm and involvement when digital learning was related to Buton culture, although it still needed to be improved.
- Student interaction and discussion related to culture-based content or activities Buton	Student interaction and discussion related to Buton culture-based content or activities is still limited. Students tend to be more passive and need encouragement from lecturers.
- The ability of students to understand and relate the material learning with Buton cultural values	The ability of students to understand and relate digital learning materials to Buton cultural values varies. Some students still have difficulty making these connections.

Institutional Support	
- Availability of digital infrastructure that supports the integration of cultural values Buton	Digital infrastructure in higher education is still not optimal to support the integration of Buton cultural values, especially in terms of the availability of digital learning resources based on local culture.
- Institutional policies and guidelines related to the development of digital learning that integrates culture local	There has been no institutional policy or guidance that explicitly encourages the development of digital learning that integrates Buton culture.
- Special initiatives or programs carried out by institutions to preserve Buton culture through Digital learning	During the observation, no special initiatives or programs were found by the institution to preserve Buton culture through digital learning.

Based on table 3 above in general, the observation results show that the integration of Buton cultural values in digital learning in Baubau City universities still needs to be improved. Content, methods, and learning activities that explicitly integrate local culture are still limited. Although students show enthusiasm, institutional support in terms of infrastructure, policies, and special programs is also not optimal.

Table 4. Results of Documentation Study

Document	Aspects Studied	Findings
Curriculum and Syllabus Lecture	1. Identification eye Lectures that in eksplisit	1. Only certain courses explicitly list
	integrating Buton cultural values	Buton cultural values in the curriculum and syllabus.
	2. Study on the achievement formulation learning, materials, and activities that related to Buton culture	2. The formulation of learning achievements, materials, and activities related to Buton culture is still limited and in-depth.
Teaching Materials and Digital Learning Materials	1. Analysis of the content of teaching materials (print and digital) that contain Buton cultural values.	1. The content of teaching materials, both print and digital, which contain Buton cultural values is still very limited.
	2. Identify digital media, platforms, and learning resources that utilizing local wisdom of Buton	2. The use of media, platforms, and digital learning resources that utilize Buton's local wisdom has not been widely seen.

Document	Aspects Studied	Findings
Policies and Guidelines Related to Digital Learning	1. A study of institutional policies regarding the development of digital learning.	1. There are no institutional policies that explicitly encourage the development of digital learning by integrating Buton culture.
	2. Identify guidelines or guidelines that encourage local cultural integration in digital learning	2. There are no guidelines or guidelines that regulate the integration of local culture in digital learning.
Institutional Reports and Publications	1. Analysis of reports, articles, or institutional publications that discuss efforts to integrate Buton cultural values.	1. Institutional documentation or publications that discuss efforts to integrate Buton cultural values in digital learning are still very limited.
	2. Identification initiatives, programs, or activities carried out to preserve Buton culture through digital learning	2. There were no special initiatives, programs, or activities carried out by institutions to preserve Buton culture through digital learning.

Based on table 4 above, it was found that the integration of Buton cultural values in digital learning in Baubau City universities still needs to be improved. Institutional curricula, teaching materials, policies, and publications have not optimally encouraged and facilitated efforts to integrate local culture in digital learning. This shows that there is room for more comprehensive development related to the preservation of Buton culture through digital education.

Discussion

The results of this study show that the integration of Buton cultural values in digital learning in Baubau City universities still requires significant improvement. Findings from interviews, observations, and documentation studies indicate a gap between institutional efforts to adopt digital technology and the preservation of local culture.

At the lecturer level, although most of them have a fairly good understanding of Buton's cultural values and its potential in digital learning, integration efforts are still limited to a few specific courses (Table 1). These lecturers face several obstacles, such as the lack of digital learning resources that contain local cultural content, limited understanding of how to integrate them effectively, and lack of institutional support (Table 1). This result is in line with the findings

of Syahril (2023) which states that 82% of universities in Indonesia have difficulty integrating local cultural values into their digital curriculum. On the student side, most feel that Buton's cultural values have not been optimally integrated in the digital learning they experience (Table 2). Although students responded positively to integration efforts, they still felt a lack of in-depth implementation (Table 2). This is supported by data from Hamid et al. (2023) which shows that only 35% of students in Baubau City have a deep understanding of Buton cultural values, while 92% of them use digital platforms for daily learning.

Observational findings also reveal that content, methods, and learning activities that explicitly integrate Buton culture are still limited (Table 3). The relationship between digital learning materials and local cultural contexts tends to be general and less in-depth (Table 3). These results are in line with the findings of Widodo et al. (2022) which show that younger generations tend to be more interested in global culture disseminated through digital platforms, while their understanding of local culture is declining. Further documentation studies reveal that the curriculum, teaching materials, policies, and publications of institutions have not optimally encouraged and facilitated efforts to integrate Buton culture in digital learning (Table 4). This is in line with the findings of Rahman and Syafrudin (2020) who stated that in the context of higher education, the integration of digital technology and local cultural values is an inevitable need.

One important factor that needs to be considered is the availability of digital learning resources that are rich in local cultural content. The results of the documentation study show that the use of media, platforms, and digital learning resources that utilize local wisdom in Buton is still limited (Table 4). This is in line with the findings of Kusuma et al. (2023) who emphasized that technology must be seen as a tool to reinforce, not replace, local cultural values that have taken root in society. The development of teaching materials and digital content that explicitly integrates Buton cultural values is an urgent need for universities in Baubau City. In terms of institutional policies, the results of the study show that there are no guidelines or guidelines that specifically encourage the integration of local cultures

in digital learning (Table 4). In fact, according to Arifin (2017) and Kartadinata (2016), in the midst of Indonesia's cultural diversity, efforts to preserve local wisdom through digital transformation of education are challenges that must be considered. The preparation of clear policies and guidelines will help universities in developing more effective strategies and initiatives to integrate Buton cultural values.

The involvement of lecturers as agents of change also plays an important role. The results of the interviews show that several lecturers have made independent efforts and initiatives in integrating Buton cultural values (Table 1). However, they still need more optimal support from the institution, both in the form of training, mentoring, and adequate resource development. As stated by Ertmer and Ottenbreit-Leftwich (2013), the role of lecturers is the key to integrating technology and local culture effectively in learning.

Overall, the results of this study show that universities in Baubau City face challenges in balancing the adoption of digital technology and the preservation of local culture. More comprehensive efforts are needed to effectively integrate Buton's cultural values in digital learning, starting from curriculum development, teaching materials, institutional policies, to increasing the capacity of lecturers and student involvement. The success of this integration will determine how future generations can maintain their cultural identity while adapting to the demands of the digital era, in accordance with the views of Falahudin and Hidayat (2019) and Suyanto (2018) on the importance of aligning technological advances with efforts to preserve.

CONCLUSION

This research reveals that the integration of Buton cultural values in digital learning in Baubau City universities still requires significant improvement. Although most lecturers have a fairly good understanding of the potential of Buton culture in digital learning, its implementation efforts are still limited to a few specific courses. Lecturers face obstacles such as the lack of digital learning resources with local culture, limited understanding of how to integrate them effectively, and a lack of institutional support.

Overall, this study concludes that universities in Baubau City face challenges in balancing the adoption of digital technology and the preservation of local culture. More comprehensive efforts are needed to effectively integrate Buton's cultural values in digital learning, starting from the development of learning resources, strengthening institutional policies, to increasing the capacity of lecturers and student involvement. The success of this

integration will determine how future generations can maintain their cultural identity while adapting to the demands of the digital age.

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